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ABSTRACT

Documenting the 1998 fall session, this report provides resolutions considered by the Academic Senate for the California Community Colleges. The resolutions that passed are divided into the following sections: (1) academic senate; (2) accreditation; (3) affirmative action/cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with the Chancellor's office; (8) counseling; (9) curriculum; (10) disciplines list; (11) technology; (12) faculty development; (13) general concerns; (14) grading; (15) intersegmental issues; (16) library and learning resources; (17) local senates; (18) matriculation; (19) professional standards; and (20) students. The remaining sections of the report include resolutions that were referred, failed, moot, withdrawn, and tabled. The report also provides a list of delegates. Appendices include documents concerning occupational certificate programs, skills award programs, and changes to "Effective Participation in District and College Governance." (AS)

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ED 424 891

30th FALL SESSION RESOLUTIONS

Los Angeles Airport Westin Hotel
October 29 - 31, 1998

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for
California Community Colleges

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ACADEMIC SENATE
RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
B. Amendments and new pre-session resolutions are generated in the Area Meetings.
C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
E. After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

RESOLUTIONS COMMITTEE
Edith Conn, Chair
Daniel Bahner, Crafton Hills College
Marilyn Fry, Coastline College
Ann Holliday, Coastline College
Julie Adams, Academic Senate

With special thanks to Evelyn Weiss, Golden West College

EXPLANATION OF TERMS
MSC Moved, Seconded, Carried
MSF Moved, Seconded, Failed
MSU Moved, Seconded, Unanimous
MSR Moved, Seconded, Referred

Please Note:
1. Supporting documents relating to the resolutions are available from the Academic Senate Office or via the Academic Senate Website.
2. Complete resolution procedures are available from the Senate Office.

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ACADEMIC SENATE
FOR
CALIFORNIA COMMUNITY COLLEGES

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SECTION 1

Adopted Resolutions

1998 FALL SESSION RESOLUTIONS

1. Academic Senate

1.01 F98 **Part-time Faculty Participation on the Executive Committee**
Janis Perry, Santiago Canyon College, Educational Policies Committee

Be it resolved that the Academic Senate for California Community Colleges adopt the paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges."

MSC Disposition: COFO

1.02. F98 **Part-time Faculty Participation on the Executive Committee**
Hoke Simpson, Grossmont College

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a program to address and rectify the lack of academic equity for part-time faculty. This program will involve:

1. Research and the collection of data in an effort to determine the best practices for integrating part-time faculty into local institutional processes and to determine which California community colleges do or do not employ those practices;
2. Development of a proactive program, similar to the Technical Assistance program, whereby Academic Senate representatives assist local senates in their efforts to implement these best practices;
3. Development of a proactive program for integrating part-time faculty into the statewide Academic Senate, which may include but not be limited to establishing a part-time faculty liaison to the Executive Committee from a statewide representative part-time faculty association; and
4. Implementation of those measures recommended in the paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges"; and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to submit its program and a progress report to the 1999 Spring Plenary Session.

MSU Disposition: Executive Committee

1.04 F98 **Local Senates Support of Resolutions**
Fran Manion, Santa Monica College, Area C

Whereas the Academic Senate for California Community Colleges regularly adopts resolutions regarding academic and professional matters, and

Whereas the Academic Senate for California Community Colleges' resolutions are not always implemented at the local levels, thereby negating the power and force of the resolutions, and

Whereas the strength of the adopted resolutions passed depends on local implementation,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senate presidents to

a. inform and educate themselves about the resolutions adopted at fall and spring plenary sessions, and

b. enforce and implement these resolutions on their campuses, and

c. use, as needed, the resources and support provided by the Academic Senate for local education and implementation of Academic Senate resolutions; such resources include, but are not limited to, ombudsperson, technical assistance program at different levels, focused workshops, and the summer leadership institute, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to continue to advocate vigorously for Academic Senate positions with elected state leaders, the Board of Governors, Chancellor's Office staff, the Legislature, and state agencies and groups.

MSC Disposition: Local Senates

1.05 F98 **Geocluster Reorganization**
George Carlson, Citrus College, Area C

Whereas the original reason for geoclusters has largely been superseded by a variety of electronic communication methods, including e-mail, the Internet, teleconferencing, voice mail, and other means, and

Whereas very few geoclusters meet except as part of their areas, and

Whereas area structure could be enhanced with more area representatives who have specific duties, such as arranging for and conducting meetings, in contrast to North and South representatives, who have no specific duties, and

Whereas local academic senates' need for advice and help seems to be met by electronic means and/or by technical assistance,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a reorganization plan to be submitted to the 1999 Spring Plenary Session, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to consider the following as part of that reorganization plan:

1) expand the four areas to six areas;

2) eliminate the positions of North and South representatives, thus keeping the Executive Committee number the same; and

3) eliminate the current geocluster structure but maintain current geographic representation on the Relations with Local Senates Committee.

MSC Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

1.06 F98 **Publish Session Dates**
Edith Conn, Ventura College, Area C

Whereas the Academic Senate for California Community Colleges has a five-year contract specifying the dates and hotels for its upcoming Sessions, but these dates are not widely publicized, and

Whereas this year (Fall 1998) two major statewide organizations, California Association of Postsecondary Education and Disability and English Council of California Two-Year Colleges, both have conferences on the exact dates of the Senate 1998 Fall Plenary Session, causing problems for both organizations,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to publicize, if possible, the dates of future Fall and Spring Plenary Sessions of the Academic Senate for the next three years in the *Rostrum* and at the Academic Senate plenary sessions.

MSU Disposition: CAPED, ECCTYC, Executive Committee

1.07 F98 **Reaffirm Censure Resolution 1.06 S98**
Hugh Platt, Cuesta College, Area C

Be it resolved that the Academic Senate for California Community Colleges reaffirm its support of Resolution 1.06 S98 asking the Executive Committee to develop a censure process, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop this censure process as soon as possible and to publicize censure action in the *Rostrum* and on the Senate Website.

MSC Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

1.09 F98 **Part-time Faculty**
Robert Putman, Santiago Canyon College

Whereas representation of part-time faculty is vital for the Academic Senate for California Community Colleges to fulfill its academic and professional mission,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to create a new standing committee for part-time issues composed of a majority of part-time faculty from around the state.

MSC Disposition: Executive Committee

1.10 F98 **Author Credit**
David A. Balogh, Cabrillo College

Whereas resolutions are sometimes authored by a person other than a voting delegate,

Therefore be it resolved that the Academic Senate for California Community Colleges change its resolution writing procedure so that any session attendee can move a resolution as long as the resolution has four voting delegate seconders.

MSU Disposition: Executive Committee

3. Affirmative Action/Cultural Diversity

3.01 F98 **Chancellor's Office Salary and Staffing Reports**
Lina Chen, Los Angeles Trade Technical College, AA/CD Committee

Whereas Title 5 requires each California community college to submit a staffing and salary report, and

Whereas the local academic senates should be, but often are not, aware of the statistics in that report, and

Whereas the current Chancellor's Office staffing and salary report is often unreadable and not understandable,

Therefore be it resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office to develop a new clear and readable mechanism for reporting salary and staffing information, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to provide local academic senates with the statewide staffing and salary report in both electronic and printed formats, and

Be it further resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office to require local academic senate president signoff on the college's staffing and salary data before it is submitted in order to verify the report's accuracy, and

Be it finally resolved that the Academic Senate for California Community Colleges urge local academic senates to make the annual staffing and salary report available to college faculty through copies in the library and through electronic media.

MSU Disposition: Chancellor's Office, Executive Committee

3.02 F98 **Training for Faculty**
Sue Chappell, Merced College

Whereas many faculty serving on community college hiring committees have little affirmative action training in current laws and procedures, and

Whereas, despite a widespread belief that Proposition 209 nullified affirmative action, current laws and regulations still require such training,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its support of adequate and effective affirmative action training for faculty serving on hiring committees, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senate presidents to monitor hiring committees to ensure that hiring committees include only faculty who are adequately trained in affirmative action regulations, procedures, and laws, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senate presidents to work with their Affirmative Action Officers to develop affirmative action workshops and other training opportunities for faculty, and

Be it finally resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office and appropriate affirmative action organizations to develop a model for affirmative action training for faculty serving on hiring committees.

MSC Disposition: Affirmative Action Officers, Chancellor's Office, Chief Human Resources Officers, Local Senates, Executive Committee

4. Articulation and Transfer

4.01 F98 **Articulation Officer and Transfer Center Director**
Loretta Hernandez, Laney College

Whereas the University of California and California Community Colleges systems have entered into a Memorandum of Understanding (MOU) to increase transfers to the University of California, and

Whereas the MOU has specified that more attention be paid to articulation, and

Whereas current proposed Budget Change Proposals (BCPs) encourage partnerships,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that the positions of Articulation Officer and Transfer Center Director be faculty positions, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates that the positions of Articulation Officer and Transfer Center Director be full-time or, in cases of smaller colleges, at least a fifty percent assignment.

MSC Disposition: Local Senates

5. **Budget and Finance**

5.01 F98 **Distribution of Partnership for Excellence Funds**
Mark Snowhite, Crafton Hills College, Basic Skills Ad Hoc Committee

Whereas the legislation establishing the Partnership for Excellence states that the funds are to be for "program enhancement that will improve student success and make progress toward the system goals," and

Whereas local boards of trustees must consult collegially with local senates on matters of student success, and

Whereas some districts are using the Partnership for Excellence money to balance the budget or increase reserves,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to insist that their boards of trustees ensure that Partnership for Excellence money be used only to fund activities clearly related to student success, and

Be it further resolved that the Academic Senate for California Community Colleges urge local academic senates to insist that, since policies and processes for student success, budget development, and institutional planning are defined as academic and professional matters in Title 5, these activities related to student success be agreed upon in collegial consultation with the local academic senates.

MSU Disposition: Boards of Trustees, CEO's, Chancellor's Office, Local Senates

5.02 F98 **Budget Change Proposal for Administrative Participation in Governance**
Linda Collins, Los Medanos College, Executive Committee

Whereas the Chancellor's Office has proposed a Budget Change Proposal for 1999-2000 requesting $565,000 to reimburse districts for the cost of participation in state-level community college governance for administrators and staff, and historically this cost has been borne by districts as part of the responsibility for which they are given apportionment dollars, and

Whereas districts currently pay one percent of their budgets in membership dues to the Community College League of California, which represents trustees and Chief Executive Officers statewide, and thus sizeable Proposition 98 funds are already committed to cover administrative participation, and districts do not have to pay costs of substitutes for classes so that administrators can attend meetings, and

Whereas the chronic underfunding of California community colleges has left a legacy of lowered access, increased fees, and unmet student needs, such as instruction, instructional services, and student services, and it does not seem justified to use one-half million more of scarce apportionment dollars for nonstudent needs, and

Whereas this Budget Change Proposal, unlike others proposed for 1999-2000, was not endorsed by the Consultation Council,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose funding the Budget Change Proposal to use Proposition 98 dollars to reimburse districts for administrative participation in state-level governance, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to withdraw from consideration the 1999-2000 Budget Change Proposal for administrative participation in California Community College governance.

MSU Disposition: Board of Governors, CCLC, Chancellor's Office

5.04 F98 **Full-time Faculty for Noncredit**
Jane Sneed, City College of San Francisco

Whereas ten percent of California community colleges' FTES is provided through noncredit courses, and

Whereas there is currently a $40 million Budget Change Proposal for hiring full-time faculty in credit programs for 1999-2000, and

Whereas there is a plan for the California Community Colleges to continue to request a Budget Change Proposal of $40 million in each of the next 5 years to hire full-time credit faculty for a total of $200 million,

Therefore be it resolved that the Academic Senate for California Community Colleges request that the Board of Governors include a $4 million Budget Change Proposal for the fiscal year 1999 - 2000 in the system proposal to fund the hiring of noncredit full-time faculty, and

Be it further resolved that the Academic Senate for California Community Colleges continue to request a $4 million Budget Change Proposal for each of the following 4 years for a total of $20 million directed towards the hiring of full-time noncredit faculty.

MSC Disposition: ACCE, Board of Governors, Chancellor's Office, COFO, Executive Committee

5.05 F98 **Oppose Performance Based Funding**
Linda Collins, Los Medanos College

Whereas the Partnership for Excellence will be funded on an FTES basis for the first three years for progress on system goals, but the Legislature gave the Board of Governors the responsibility to establish a district-specific funding mechanism after that time, and

Whereas the Academic Senate for California Community Colleges has opposed performance-based funding because it could create negative institutional pressures on academic rigor and lead to an inequitable distribution of state resources,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its opposition to performance-based funding as a means of distributing educational resources, and

Be it further resolved that the Academic Senate for California Community Colleges work with other organizations to educate the Legislature and the new Governor about the negative educational implications of this approach, and

Be it finally resolved that Academic Senate for California Community Colleges work to remove the possibility that Partnership for Excellence Funds will be distributed on a district-specific basis in three years.

MSU Disposition: Board of Governors, Governor, ICAS, Legislature, Chancellor's Office, COFO, Executive Committee

5.06 F98 **Funding for Direct District Educational Activities**
Jane Sneed, City of San Francisco

Whereas California community colleges continue to be underfunded, and

Whereas students receive most benefit from direct contact through either instruction or student services, and

Whereas the primary goal of the California community colleges is to enhance student learning, and

Whereas local assistance dollars (Proposition 98 money) are intended to be spent only on local district educational activities,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to expend Proposition 98 monies for noncredit education/adult education only for those activities that directly support student education.

Be it further resolved that the Academic Senate for California Community Colleges support the position that educational activities slated to improve student learning and outcomes be focused on student contact.

MSU Disposition: Board of Governors, CCLC, Chancellor's Office, COFO

6. State and Legislative Issues

6.01 F98 **Support Proposition 5 - Indian Gaming**
Neelam Canto-Lugo, Yuba College, AA/CD Committee

Whereas the Academic Senate for California Community Colleges has always been committed to student access and success, and

Whereas Indian Tribal Councils in southern California, such as the Morongo, Soboda, and Pechanga, use funds from gaming to support California community college student access and success, and

Whereas Indian Reservations have legally and historically been under federal jurisdiction and independent of state jurisdiction, and

Whereas Proposition 5 would reaffirm tribal independence and would enable Tribal Councils to fund even more students to attend California community colleges, and the passage of Proposition 5 would help end the long, shameful paternalism of treating indigenous people as incompetent to manage their own affairs, as evident in the anti-Proposition 5 television advisements,

Therefore be it further resolved that the Academic Senate for California Community Colleges encourage local academic senates to support the concepts in Proposition 5 in the November 1998 election, and

Be it further resolved that the Academic Senate for California Community Colleges support Indian Tribal self-determination, including their funding of Indian students attending California community colleges, by supporting the concepts as expressed in Proposition 5 in the November 1998 election.

MSC Disposition: Fall 1998 Plenary Session Delegates

6.02 F98 **Opposition to Proposition 9 - The Electric Utility Proposition**
Janis Perry, Santiago Canyon College, Executive Committee

Whereas the Legislative Analyst Office and Department of Finance have concluded that the net impact of Proposition 9 on state government revenues would be annual reductions in the range of $100 million per year from 1998-99 through 2001-02, meaning that under Proposition 98 the minimum funding guarantee for K-14 education could decline by about one-half of the amount of annual revenue reductions, and

Whereas Proposition 9 could also create a $6 billion hole in the state budget, resulting in significant reductions in funding to local government and other critical services including education and impairing the ability to secure low-cost financing for local education bonds, and

Whereas Proposition 9 would have a devastating effect on those services and programs dependent upon State General Fund revenues, reducing revenues available to public education, and

Whereas Proposition 9 is poorly written, misguided, misleading, flawed, and costly and will only serve to eliminate choice and competition and will negatively affect the funding of public education,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose Proposition 9 (the 1998 Electric Utility Proposition), and

Be it further resolved that the Academic Senate for California Community Colleges urge other public education organizations and entities (such as Community College Council/California Federation of Teachers, Association of California Community College Administrators, Community College League of California, Community College Association/California Teachers Association, the California State University, and the University of California) to also oppose Proposition 9.

MSC Disposition: Fall 1998 Plenary Session Delegates

6.03 F98 **Resolution to Support Proposition 1A**
Lee Haggerty, Saddleback College, Area D

Whereas Proposition 1A provides money for school districts to buy land and construct buildings, and

Whereas Proposition 1A provides $2.5 billion for facilities for higher education, including community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges support Proposition 1A.

MSU Disposition: Fall 1998 Plenary Session Delegates

6.04 F98 **Education Code Protections**
Linda Collins, Los Medanos College

Whereas there are external calls to sunset the portions of the Education Code dealing with California community colleges, and

Whereas the Chancellor has established a Consultation Task Force to review and suggest revisions of the Education Code and is working toward a consensus position on these matters, and

Whereas there is a commitment to simplify the Education Code and move sections from the Education Code into Title 5, which has the force of law but can be changed by a vote of the Board of Governors,

Therefore be it resolved that the Academic Senate for California Community Colleges work with other faculty organizations to ensure that proposed legislation to revise the California Education Code preserve and expand protections for tenure, due process, academic freedom, and other faculty and student rights currently enshrined in Code, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to ensure that Education Code provisions regarding academic standards and the role of the academic senates be maintained in Education Code rather than in Title 5, and

Be it finally resolved that the Academic Senate for California Community Colleges work with other consultation groups to maintain in the Education Code the current commitment to the system-level consultation process and to the continued role of the Academic Senate for the California Community Colleges in creating and maintaining educational policy.

MSU Disposition: Board of Governors, Chancellor's Office, COFO, Consultation Council, Governor, Legislature, Executive Committee

6.05 F98 **Opposition to Proposition 8**
Mary Ann Pacheco, Rio Hondo College

Whereas Proposition 8 would divert much needed funds from the K-12 schools for non-instructional purposes and create a new state bureaucracy, and

Whereas Proposition 8 would create local parent school site councils empowered to determine separate curricula at each site, and

Whereas Proposition 8 ignores current state efforts to establish standards and assessments for K-12 education, and

Whereas passage of Proposition 8 would wreak havoc in community colleges as students completing a plethora of curricula and meeting different standards move into college classes,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose Proposition 8, and

Be it further resolved that the Academic Senate for California Community Colleges urge all community college constituencies to work against the passage of Proposition 8.

MSU Disposition: Fall 1998 Plenary Session Delegates

7. Consultation with the Chancellor's Office

7.01 F98 **Chancellor's Office Proposed Legislative Process**
Lee Haggerty, Saddleback College, Executive Committee

Whereas the Academic Senate for California Community Colleges supports the concept of shared governance within California community colleges, and

Whereas the Chancellor's Office's newly proposed legislative process would violate the principles of shared governance by permitting the Chancellor's Office to unilaterally make decisions on legislative positions (supporting or opposing bills), and

Whereas the Chancellor's Office's newly proposed legislative process would require all other groups, except the Chancellor's Office, to bring their legislative positions to the Consultation Council for approval, and

Whereas the Chancellor's Office's newly proposed legislative process permits the Chancellor's Office to make decisions on legislative positions independent of the Board of Governors,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose the Chancellor's Office's newly proposed legislative process.

Be it further resolved that the Academic Senate for California Community Colleges continue to oppose any legislation proposed by the Chancellor's Office whenever that proposed legislation has not gone through the Consultation process.

MSC Disposition: Board of Governors, Chancellor's Office, Executive Committee

9. Curriculum

9.01 F98 **Certificates**
Wes Bryan, Golden West College

Whereas a number of faculty and CCCAOE presented information at the Certificates breakout during the 1998 Fall Plenary Session, and

Whereas conflicting issues and inadequate information prevented the delegates from defining and resolving the issues, including the term "skills awards," the reference to a regional coordination structure, inadequate distinction between credit and noncredit programs, and incomplete guidelines,

Therefore be it resolved that the Academic Senate for California Community Colleges refer the "Occupational Certificate Programs" (see Appendix A) to the Executive Committee for:

1. wider input from the field, specifically from occupational educators and CIOs;
2. inclusion of additional suggestions within the body of the proposal;
3. wide distribution of the resultant proposal to all state associations affected by the proposal;
4. return of the proposal to the 1999 Spring Plenary Session.

MSU Disposition: CCCAOE, CIOs, Joint Advisory Committee on Vocational Education, Chancellor's Office, Local Senates, Executive Committee

13. General Concerns

13.01 F98 **Associate of Applied Science Degree**
Louise Gallan, Palo Verde College

Whereas the California Code of Regulations defines requirements for all Associate degrees, and the provisions for Title 5 §55806 set forth identical criteria for the Associate of Arts and the Associate of Science degrees, and

Whereas there is little consistency in the requirements for the Associate of Arts and the Associate of Science degrees among the California community colleges, and

Whereas Title 5 fails to set forth hours of contact or content requirements for Certificates of Achievement, and there is a need to recognize and strengthen the value of vocational education, and

Whereas the lack of general education requirements in Certificates of Achievement is the basis for differentiating between vocational training and vocational education,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study the feasibility of introducing an Associate of Applied Science degree and report the results at the Fall 1999 Plenary Session.

MSC Disposition: CCCAOE, CEOs, CIOs, Chancellor's Office, Executive Committee

17. Local Senates

17.01 F98 **Guidelines and Technical Assistance for Collegial Consultation**
Lee Haggerty, Saddleback College, Executive Committee

Whereas strengthening the role of academic senates is a key tenet of AB1725, and

Whereas collegial consultation on academic and professional matters is an essential mechanism for academic senates to ensure appropriate participation of faculty in district and college governance, and

Whereas collegial consultation requires regular and diligent attention from local academic senates,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the guidelines "Effective Participation in District and College Governance" and the process outlined in "Assistance to Assure Effective Participation in District and College Governance"(as amended–see Appendix B).

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to incorporate in the Education Code (currently under revision) appropriate parts of the document "Participating Effectively in District and College Governance."

MSU Disposition: CEOs, CIOs, Local Boards of Trustees, Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

17.03 F98 **Shared Governance**
Joe Bonanno, El Camino College, Area C

Whereas shared governance as promulgated by AB 1725 and Title 5 is not being practiced by many California community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to request that the Chancellor and the Board of Governors send regular notices to all local Chief Executive Officers (CEOs) and local boards of trustees that shared governance as defined in AB 1725 and in Title 5 is still in force and that local boards of trustees and CEOs must seek consultation and participation from their local academic senates in all areas of academic and professional matters.

MSU Disposition: Board of Governors, Chancellor's Office, CEOs, Local Boards of Trustees, Local Senates, Executive Committee

19. Professional Standards

19.01 F98 **Roll-over Contracts**
Janis Perry, Santiago Canyon College, Executive Committee

Whereas the use of roll-over contracts would imperil the commitment of the California Community Colleges to a system of earned tenure grounded in peer review, due process, and academic freedom, and

Whereas the Academic Senate for California Community Colleges has not historically engaged in positions on matters that are collectively bargained and has historically deferred to collective bargaining organizations positions when queried on such issues, and

Whereas the Chancellor has met individually with faculty leaders from all faculty groups, including the Academic Senate for California Community Colleges, to promote and gain support for an initiative for roll-over contracts for faculty, and

Whereas the Community College Association and the Community College Council are opposed to roll-over contracts for faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges join its faculty association colleagues, the Community College Association and the Community College Council, in opposition to roll-over contracts for faculty, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor to cease his promotion of roll-over contracts for faculty in the community colleges, and

Be it finally resolved that the Academic Senate for Community Colleges reaffirm its support of earned tenure grounded in peer review and due process.

MSU Disposition: CCLC, CEOs, CIOs, COFO, ICAS, Board of Governors, Chancellor's Office

19.02 F98 **Faculty Perspective of the Future**
Hoke Simpson, Grossmont College, Educational Policies Committee

Whereas historically community colleges were developed to match the strata of post-secondary education to the economic strata of American society, and

Whereas current calls for the restructuring of community colleges reflect an effort to impose the practices of corporate culture on education, thus rendering higher education an extension of the marketplace, and

Whereas the Academic Senate for California Community Colleges has consistently opposed the imposition of the corporate culture on education because this effort loses sight of the primary values that sustain the quality of higher education,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the paper "The Future of the Community College: A Faculty Perspective," and

Be it further resolved that the Academic Senate for California Community Colleges reaffirm its opposition to the application of corporate models and the use of business metaphors, and

Be it further resolved that the Academic Senate for California Community Colleges adopt the following vision statement for the future of the California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to carry out Resolution 1.2 S97, which asked the Executive Committee to "formulate a brief . . .vision derived from values and mission," and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop and review every 3 - 5 years the vision, goals, mission, and objectives of the Academic Senate.

(Continued on next page.)

MSC Disposition: Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

The Academic Senate for California Community Colleges' Vision for the Future

The faculty's vision for the future is that the California community colleges will be:

- dedicated to the centrality of teaching and learning:
  - centered on teaching as a relational activity;
  - staffed by full-time, tenured faculty;
  - maintained by the tradition of academic freedom, keeping alive a public space for literate discourse in all communities;
  - facilitated by faculty-led curricular processes;
- dedicated to collegial governance through an organized and effective Statewide Academic Senate and local academic senates;
- committed to a comprehensive curriculum and program offerings;
- dedicated to providing a general education of both depth and breadth for all students—connecting them to the diverse traditions of the human community, promoting both ethical reasoning and critical capacities while enabling them to lead richer lives;
- rededicated to the transfer function, which provides for both upward mobility and increased status and provides a workforce for the vital occupations of our communities;
- committed to providing current and complete occupational offerings and preparing students for full participation in economic as well as social and civic life;
- committed to the best thinking and practices regarding interdisciplinary courses and varied teaching strategies, supported by faculty-defined professional development;
- dedicated to an improved and more integrated approach to developmental education to enhance and improve student success;
- responsive to working students faced with multiple and demanding roles in supporting themselves and their children, which would include providing such support services as counseling, matriculation, child care and technology available for their use, and flexible scheduling;
- sufficiently funded to support a high level of student enrollment, to ensure high program standards, and to guarantee universal access without enrollment fees;
- supportive of students' financial needs and sympathetic to their needs as workers, parents, and people in transition;
- dedicated to a respect and appreciation for diversity, to infusing multicultural approaches and perspectives throughout the curriculum, and to hiring practices that result in a faculty reflective of the diverse population of California;
- generative of balanced economic development, including creative but prudent and sound partnerships, with a shared responsibility on the part of business and industry;
- responsive to a range of economic and service needs, of both small and large businesses and public as well as private agencies;
- efficiently administered by educational administrators centered on supporting teaching and learning as their prime commitment;
- rededicated to improved accountability functions of peer review, program review, accreditation and self study, matriculation site visits, and student and community involvement in assessment and planning of college services;
- equipped to promote access to technology and committed to the application of critical thinking skills to determine the effective use and transformation of the many new information technologies for humane ends;
- committed to providing an education that is maximally productive of humane values and that contributes toward students becoming informed, compassionate, and productive members of their communities.

19.03 F98 **Retirement Replacements**
Jane Sneed, City College of San Francisco, Area B

Whereas the new State Teachers Retirement System reforms could soon result in a high level of retirements, and

Whereas those retirements could have a substantial and significant impact on existing programs,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its position that colleges continue to follow Title 5 regulations to fill all retirement positions as soon as possible with only full-time tenure-track faculty.

MSU Disposition: CEOs, Local Boards of Trustees, Local Senates, Executive Committee

19.04 F98 **75/25 Ratio**
Cliff Burns, Sierra College, Area A

Whereas AB 1725 stated a goal of 75% hours of instruction taught by full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to pursue new Program Improvement funds to be added yearly to the base apportionment to raise the percentage of hours of instruction taught by full-time faculty to 75% within the next five years.

MSU Disposition: CCLC, COFO, Board of Governors, Chancellor's Office, Executive Committee

1998 FALL SESSION RESOLUTIONS

19.07 F98 **Part-time Faculty Office Facilities**
Mary Ann Pacheco, Rio Hondo College

Whereas the California community colleges hire and rehire part-time faculty, and

Whereas the colleges charge students the same per unit price for part-time and full-time faculty, and

Whereas part-time faculty do not have access to the same resources to prepare materials, counsel students, or grade papers as full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its position that part-time faculty be provided with adequate office facilities including desks, phones, computers, and other necessary equipment.

MSU Disposition: CEOs, Local Boards of Trustees, Local Senates, Executive Committee

19.08 F98 **Faculty Ethics**
Norbert Bischof, Merritt College

Whereas the Academic Senate in 1994 received an ethics policy in the paper entitled "Faculty Ethics: Expanding the AAUP Ethics Statement," and

Whereas this policy was meant to guide the community college faculty in the performance of their duties and their interactions with colleagues, staff, and students, and

Whereas the distribution and the implementation of this policy are important for maintaining professional relations and a good academic climate on campus,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a model for an ethics and professional standards process and committee structure to recommend to local academic senates to help them implement the Academic Senates paper "Faculty Ethics: Expanding the American Association of University Professors (AAUP) Ethics Statement."

MSU Disposition: Executive Committee

20. Students

20.01 F98 **Fees Impact Study**
Janis Perry, Santiago Canyon College, Executive Committee

Whereas the political rhetoric of higher education reform focuses on the need to increase fees for community college students, and

Whereas the "2005: A Report of the Task Force for the Chancellor's Consultation Council" document indicates substantial disparate effects on student enrollment when fees are increased, and

Whereas additional political rhetoric suggests through anecdotal accounts that the balance to the impact of high fees is high student financial aid, and

Whereas the Academic Senate for California Community Colleges has historically opposed fees for California community college students,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its commitment to no fees for students, based on studies proving a disparate effect of high fees on student enrollment and access, and

Be it further resolved that the Academic Senate for California Community Colleges oppose the high fee - high aid concept being touted as a solution to funding community colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study the effects of increasing fees on student access and success, including the concept of high fee - high aid, and publish a document reporting the results.

MSU Disposition: Executive Committee

20.02 F98 **CalWORKs**
Dan Crump, Los Rios Community College District, Area A

Whereas the Academic Senate for California Community Colleges supports student success, and

Whereas many CalWORKs students enter college underprepared in basic skills, and

Whereas 12-18 months is not an adequate time to complete most basic skills programs, and

Whereas the federal program Temporary Assistance for Needy Families (TANF) allows 24 months for completion,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to seek changes in California's CalWORKs legislation to increase the work preparation plan completion time to 24 months as allowed by Temporary Assistance for Needy Families (TANF), and

Be it further resolved that the Academic Senate for California Community Colleges recommend that the Chancellor's Office identify effective CalWORKs programs and share these programs with other colleges.

MSU Disposition: Health and Welfare Agency, Governor, Legislature, Chancellor's Office, Executive Committee

20.04 F98 **Honors Programs**
Mike Wheeler, Glendale College, Area C

Whereas honors programs have consistently proven an effective path for the recruitment, development, and transfer of community college students, even without extensive state support or assistance,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to support the establishment of honors programs at their colleges, and

Be it further resolved that the Academic Senate for California Community Colleges urge local academic senates to promote regional and state faculty organizations that support honors programs, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to have a breakout at a the 1999 Spring Plenary Session to discuss and present models of good practices for community college honors programs.

MSC Disposition: CEOs, Honors Transfer Council, Local Boards of Trustees, Local Senates, Executive Committee

20.05 F98 **Workbased Learning**
P. Darrell Harrison, San Diego Miramar College

Whereas there is a chasm between the world of education and the world of work, and many students are unprepared to minimally function in today's work environment, and

Whereas the traditional education model does not typically integrate academic and occupational education, and

Whereas there is inadequate career guidance or work-based learning opportunities to help student see the connection between the world of education and the world of work, and

Whereas most of the external funding sources available on our campuses today include these issues as priorities,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to establish a task force to develop strategies and guidelines for colleges to implement workbased learning to help students see the connection between education and work, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to have a breakout at the 1999 Spring Plenary Session to present models of good practice for implementing workbased programs, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to identify and present the various external funding sources already available to use for these purposes.

MSU Disposition: CCCAOE, Chancellor's Office, Executive Committee

SECTION 2

Referred Resolutions

1998 FALL SESSION REFERRED RESOLUTIONS

9.02 R F98 **Granting Alternative Associate Degrees**
David Balogh, Cabrillo College

Whereas students who have completed all transfer requirements and have completed either IGETC or CSU GE-Breadth requirements have met the mission and goals of the California community colleges, and

Whereas these students have completed as rigorous a course of study as those who have completed all of the existing requirements of the Associate degree at an individual college, and

Whereas these students are as deserving of official recognition for their efforts as those students who have completed Associates degree requirements,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to support alternative ways to offer Associate degrees to students who have completed admission requirements for transfer AND have completed IGETC or CSU GE-Breadth requirements, and

Be it further resolved that the Academic Senate for Community Colleges urge local academic senates to grant these Associate degrees in a major field if the student has also completed the current major requirements of the existing Associate degree and in liberal arts if the student's course of study has not met a current major requirement.

MSR

1998 FALL SESSION REFERRED RESOLUTIONS

9.03. R F98 **Certificate Approval Process**
Wes Bryan, Goldenwest College

Whereas the Education Code is currently under review, and

Whereas currently the Education Code requires the Board of Governors to approve all new certificate programs, and

Whereas the Chancellor's Office may not be well equipped, funded, or staffed appropriately to conduct these approvals in a timely manner, and

Whereas the local college through its local advisory committee and curricular review process, including approval by the local board of trustees, is in the best position to determine local needs in a timely manner,

Therefore be it resolved that the Academic Senate for California Community Colleges seek to amend the Education Code to transfer the certificate program approval process from the Board of Governors to the local board of trustees, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to bring such recommended language back to the 1999 Spring Plenary Session.

MSR

17.02. R F98 **Scheduling Decisions**
Leon Marzillier, Los Angeles Valley College, Area C

Be it resolved that the Academic Senate for California Community Colleges reaffirm its position that class scheduling decisions are one of the responsibilities of local academic senates under Title 5 §53200 #4 (educational program development), and

Be it further resolved that the Academic Senate for California Community Colleges communicate this resolution to local Chief Executive Officers and Chief Instructional Officers and reinforce this position with local administrators at every opportunity.

MSR

SECTION 3

Failed Resolutions

1998 FALL SESSION FAILED RESOLUTIONS

1.01.01 F98 **Substitute for 1.01 - Part-time Faculty on the Executive Committee**
Carol Stanley-Hall, Butte College, Area A

Whereas Resolution 1.5 S96 was passed to ensure participation of part-time faculty on the Executive Committee of the Academic Senate for California Community Colleges, and

Whereas the paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" by its own admission does not achieve this goal, and

Whereas the Academic Senate for California Community Colleges cannot truly represent all the faculty of the state without having the insights that a part-time faculty member would bring to the Executive Committee,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to prepare a bylaws change to establish a part-time faculty position on the Executive Committee, such change to be presented at the 1999 Spring Plenary Session.

MSF

1.08 F98 **Avoidance of "Loaded Words"**
Karolyn Hanna, Santa Barbara City College, Area C

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to review proposed resolutions so that loaded and adversarial words such as "misguided" (see Resolution 6.02 F98) and "unreadable and not understandable" (see Resolution 3.01 F98) are not used, and in their place more collegial language is substituted.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

5.01.01 F98 **Amendment to Resolution 5.01 - Distribution of Partnership for Excellence Funds**
Karolyn Hanna, Santa Barbara City College, Area C

Add after the last resolve:

Be it finally resolved that the Academic Senate for California Community Colleges urge district CEOs to work with local academic senates to develop a process that ensures participation of all appropriate constituent groups in determining allocation of Partnership for Excellence funds in a manner that will achieve system goals of program enhancement and improved student success.

MSF

5.03 F98 **Partnership for Excellence Money for New Full-time Faculty Hires**
Joan Stroh, Southwestern College, Area D

Whereas the goal of the 75/25 ratio of full-time to part-time hours of instruction has been eroded over the years since the passage of AB1725, to the point where the ratio is 61/39 statewide, and

Whereas Program Improvement funds have not been available to support the hiring of more full-time faculty, but the Partnership for Excellence now makes monies available based on FTES, which, according to the Chancellor, is to be added to the base apportionment, and

Whereas the current President of the Chief Executive Officers Board has urged college presidents not to be overly conservative in spending Partnership for Excellence money, and

Whereas a higher percentage of full-time faculty is clearly related to student success,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to petition their boards of trustees to commit at least fifty percent of Partnership for Excellence funds to the hiring of full-time faculty.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

6.06 F98 **State Propositions**
Roberta Baber, Fresno City College, Area A

Whereas the primary focus of the Academic Senate for California Community Colleges is education and student success, and

Whereas support of, or opposition to, statewide ballot propositions is political and not academic in nature,

Therefore be it resolved that the Academic Senate for Community Colleges refrain from taking positions on ballot propositions.

MSF

10.01 F98 **Disciplines List**
Mark Lieu, Ohlone College

Whereas some technical disciplines are changing rapidly, and

Whereas computer applications are used in many vocational fields,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to clarify the issues of overlapping content in disciplines in which a Master's degree is not generally required in the field of computer applications, such as office technologies, computer information systems, multimedia studies, graphics and media production/broadcasting technology, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to further elaborate the examples of the areas included in disciplines for which a Master's degree is not generally required.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

10.02 F98 **Frequency of Review of Minimum Qualifications**
Mark Lieu, Ohlone College

Whereas many disciplines, especially vocational education disciplines, are changing rapidly, and

Whereas AB1725 says, "The Board of Governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications,"

Therefore be it resolved that the Academic Senate for California Community Colleges review the minimum qualifications every two years.

MSF

19.05 F98 **Single-Course Equivalency**
Dennis Smith, Sacramento City College, Area A

Whereas the California Education Code provides for equivalency to the minimum qualifications necessary to apply for employment as faculty in a specific discipline in a community college, and

Whereas many programs or disciplines are unable to attract faculty to teach specific courses because the broad minimum qualifications for a discipline often far exceed the qualifications needed for a specific course, and

Whereas the local academic senates are responsible for establishing and maintaining professional standards for our faculty, programs, and ultimately student success, and

Whereas many colleges and districts grant equivalencies with the intent of these being single-course equivalencies (to allow for specific courses to be offered), yet they are, in fact, full-discipline equivalencies and therefore violate the spirit of the Education Code,

Therefore be it resolved that the Academic Senate for California Community Colleges support the inclusion, in the revision of the California Education Code, of language to provide for the granting of single-course equivalencies, and

Be it further resolved that the Academic Senate for California Community Colleges support the position that any change in the Education Code ensure that the responsibility for the process of determining course-specific equivalencies remains with the Academic Senate for California Community Colleges.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

19.06 F98 **Access to the Interview Process**
Mary Ann Pacheco, Rio Hondo College

Whereas many part-time faculty have demonstrated excellence in teaching by receiving consistently positive reviews and being repeatedly rehired, and

Whereas academic departments have demonstrated reliance on part-time faculty as evidenced by repeated rehiring of great number of part-time faculty, and

Whereas students are entitled to equal education from full-time and part-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges support part-time faculty rights including, but not limited to, the right to be interviewed for available full-time positions for which they have the appropriate experience and expertise.

MSF

20.03 F98 **Underprepared Students**
Mike Wheeler, Glendale College, Area C

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study the problem of underprepared students, including investigating programs throughout the country that are addressing this problem effectively, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to report the results of the study at a future session with specific recommendations to assist underprepared students.

MSF

SECTION 4

Moot Resolutions

1.03 F98 **Part-time Faculty Involvement in Governance**
Lynda Corbin, San Diego Mesa College, Area D

Whereas part-time faculty participate in governance involving academic and professional matters at varying degrees in different California community colleges, and

Whereas some colleges have provisions for part-time representatives on local academic senates and many important committees (e.g., hiring and curriculum),

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to examine the levels of participation of part-time faculty in governance at California community colleges, and

Be it further resolved that the Academic Senate for California Community Colleges report its findings at a future session.

Moot (Declared Moot because Resolution 1.01 and 1.02 were adopted.)

SECTION 5

Acronyms

ACRONYMS

Revised 1997

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one it not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.

AAC	Association of American Colleges
AACC	American Association of Community Colleges
AACD	Affirmative Action and Cultural Diversity
AAHE	American Association of Higher Education
AAO	Affirmative Action Officers
AAUP	American Association of University Professors
AAUW	American Association of University Women
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association for Community and Continuing Education
ACCESS	Action for Community College Enhancement of Student Success (ACT Project)
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACCTLA	Association of California College Tutoring and Learning Assistance
ACE	American Council on Education
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
AERA	American Educational Research Association
AFDC	Aid to Dependent Children
AFT	American Federation of Teachers
AGB	Association of Government Boards
AGNES	Advisory Group on Need Evaluation Services
AHCA	American Health Care Association
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
AMA	American Medical Association
ANA	American Nurses Association
API	Academic Program Improvement (CSU funding & support to programs)
APLE	Assumption Programs of Loans of Education
AP	Advanced Placement
ASB	Associated Student Body
ASCCC	Academic Senate for California Community Colleges

ASCIOs	Academic Senate/Chief Instruction Officers
ASSET	Assessment of Skills for Successful Entry and Transfer (ACT)
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
AVA	American Vocational Association
BAT	Bureau of Apprenticeship and Training (Federal)
BCP	Budget Change Proposal
BEOG	Basic Educational Opportunity Grant (also Pell Grant)
BLACCC	Black Association of California Community Colleges
BOARS	Board of Admissions and Relations with Schools (UC)
BOG	Board of Governors
BRAIN	Business Resource Assistance and Innovations Network
BRN	Board of Registered Nursing
BVIT	Bilingual Vocational Instructors Training
CAA	College Art Association
CAA	College Alliance of Arts
CAAJE	Calif. Association of Administration of Justice Educators, Inc.
CABE	California Association of Bilingual Educators
CACCRAO	California Association of Community Colleges Registration & Admissions Officers
CACN	California Association of Colleges of Nursing
CACT	Centers for Applied Competitive Technologies
CAHA	California Association of Homes for the Aged
CAHHS	California Association of Hospitals and Health System
CAIR	California Association of Institutional Researchers
CAL-SOAP	California Students Opportunity and Access Program
CalWORKs	California Work Opportunity and Responsibility for Kids
CalSACC	California Student Association of Community Colleges
CMC3	California Math Council of California Community Colleges
CAN	California Articulation Number (postsecondary course # system)
CAP	Committee on Assessment Procedures
CAPED	California Association on Postsecondary Education and Disability
CAPI	California Association of Part-Time Instructors
CAPP	California Academic Partnership Program
CASA	California Association of School Administrators
CASFAA	California Association of Student Financial Aid Administrators
CASIP	California Supplier Improvement Program
CATE	California Association of Teachers of English
CATESOL	California Teachers of English to Speakers of Other Languages
CAVE	California Association of Vocational Education
CB	Collective Bargaining
CBO	Community Based Organization (JTPA)
CBO	Chief Business Officers
CC	Community College
CCA	Community College Association (affiliate of CTA)
CCC	Community College Council (affiliate of CFT)
CCCAOE	California Community College Association of Occupational Education

CCCCA	California Community Colleges Counselors Association
CCCCCSCE	Calif. Community College Council on Community Services and Continuing Educ.
CCCCSSAA	California Community College Chief Student Services Administrators Assn.
CCCEOPSA	Calif. Community College Extended Opportunity Programs and Services Assn.
CCCF	California Community College Foundation
CCCHSA	California Community College Health Services Association
CCCI	California Community Colleges Independents
CCCPA	California Community College Placement Association
CCCSAA	California Community College Student Affairs Association
CCCSFAAA	California Community College Student Financial Aid Association
CCCT	California Community College Trustees
CCD	Community College District
CCENC	Community College Educators of New Californians
CCLC	Community College League of California
CCPRO	Community College Public Relations Organization
CCUDA	Community College Urban District Association
CDE	California Department of Education
CEBRAC	California Environmental Business Resource Center
CEEB	College Entrance Examination Board
CLEP	California Educational Loan Program
CEO	Chief Executive Officer
CFADS	California Financial Aid Delivery System
CFT	California Federation of Teachers
CGSLP	California Guaranteed Student Loan Program
CHA	California Humanities Association
CHE	Consumer Home Economics
CHEA	California Higher Education Association (affiliate of CTA/NEA)
CHELA	California Higher Education Loan Authority
CHRO	Chief Human Resources and Affirmative Action Officers
CIO	Chief Instructional Officer
CIOCCC	Chief Instructional Office of California Community Colleges
CITD	Centers for International Trade Development
CLA	California Library Association
CLAS	California Loan to Assist Students
CLASS	California Library Authority of Systems and Services
CLEP	College Level Examination Program
CMLEA	California Media and Library Educators Association
COA	Commission on Athletics
CO	Chancellor Office California Community Colleges
COD	Career Opportunities Development
COFO	Counsel of Faculty Organizations
COFPHE	Capital Outlay Fund for Higher Education
COIS	California Occupational Information System
COLA	Cost of Living Adjustment
C-ONE	California Organization of Nursing Executives

COPA	Council on Postsecondary Accreditation
COPES	Community College Occupational Evaluation System
CPEC	California Post-secondary Education Commission
CPGA	California Personnel and Guidance Association
CQI	Complete Quality Improvement
CSAC	California Student Aid Commission
CSBA	California School Board Association
CSEA	California State Employees Association
CSEA	California School Employees Association
CSLA	California Student Loan Association
CSS	California Scholarship Service
CSSO	Chief Student Services Officers
CSU	California State University
CTA	California Teachers Association
CWS	California Work Study
CYEDA	California Youth Employment and Development Act
DAS	Division of Apprenticeship Standards
DOC	Directory of Occupational Titles
DOF	Department of Finance
DSP&S	Disabled Students Programs and Services
DVR	Division of Vocational Rehabilitation
EBT	Employer Based Training
EDA	Economic Development Administration (U.S. Department of Commerce)
EDD	Employment Development Department
ED>NET	Economic Development Network
ECCTYC	English Council of California Two-Year Colleges
EERA	Educational Employment Relations Act (K-12 & CCs)
EHMT	Environmental Hazardous Materials Technologies
EOG	Educational Opportunity Grant
EON	Equal Opportunity Network
EOP	Educational Opportunity Program (4-year Colleges)
EOPS	Extended Opportunity Programs and Services
ERIC	Educational Research Information Center (for CCs)
ESL	English as a Second Language
ET	Environmental Technologies
ETI	Evaluation and Training Institute
ETP	Employment Training Panel
ETS	Educational Testing Service
FACCC	Faculty Association of California Community Colleges
FAF	Financial Aid Forum
FAO	Financial Aid Office (or Officer)
FII	Fund for Instructional Improvement
FIPSE	Fund for the Improvement of Post-secondary Education
FISL	Federally Insured Student Loan
FNAR	Financial Need Analysis Report

FSA	Faculty Service Area
FTES	Full-Time Equivalent Student
GAIN	Greater Avenues for Independence
GED	General Educational Development (H.S. equivalency test)
GRE	Graduate Record Examination
GSL	Guaranteed Student Loan
HBCUs	Historically Black Colleges and Universities
HCFA	Health Care Financing Administration
HEERA	Higher Education Employee Relations Act (CSU & UC)
HSA	Health Services Association
HUD	Department of Housing and Urban Development
I-ECC	Industry-Education Council of California
ICAS	Intersegmental Committee of Academic Senates
ICC	Intersegmental Coordinating Council
IIE	Institute of International Education
IJFP	Intersegmental Joint Faculty Project
ISFARS	Institutional Student Financial Aid Resources Survey
ITV	Instructional Television
JACOTI	Joint Articulation Council on Transfer Issues (CSU & CCs)
JTPA	Job Training Partnership Act
LAO	Legislative Analyst's Office
LARC	Learning, Assessment, Retention Consortium
LEP	Limited English Proficiency
LMI	Labor Market Information
LRACCC	Learning Resources Association of California Community Colleges
LRFA	La Raza Faulty Association
LSAT	Law School Admission Test
MACCC	Music Association of California Community Colleges
MALDEF	Mexican-American Legal Defense and Education Fund
MCAT	Medical College Admission Test
MCS	Model Curriculum Standards (K-12)
MESA	Mathematics Engineering Science Achievement
METPP	Migrant Education Teachers Preparation Program
MIS	Management Information System
MQ's	Minimum Qualifications
NABE	National Association of Bilingual Educator
NAFTA	North American Free Trade Assn.
NCES	National Center for Educational Statistics
NCOE	National Council for Occupational Education (affiliate of AACC)
NCSPOD	National Council for Staff Programs & Organizations
NCTC	Northern California Telecommunication Consortia
NDSL	National Direct Student Loan
NEA	National Education Association
NEH	National Endowment for the Humanities
NISOD	National Institute for Staff & Organizational Development

NIST	National Institute of Standards and Technology
NLN	National League for Nursing (national voluntary accrediting body)
NSF	National Science Foundation
NTI	Non-Traditional Instruction
OAL	Office of Administration Law
OBRA	Omnibus Budget Reconciliation Act
OCR	Office of Civil Rights
OSHPD	Office of Statewide Health Planning & Development
PAC	Program Advisory Committee
PACE	Project for Adult College Education
PAVE	Program Assessment of Vocational Education
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PIC	Private Industry Council (vocational advisory group)
PPE	Private Post-secondary Education
PSAT	Preliminary Scholastic Aptitude Test
Q&A	Questions and Answers
RETES	Refugee Education, Training & Employment Services
RFA	Request for Applications
RFP	Request for Proposals
RHORC	Regional Health occupations Resource Centers
ROC/P's	Regional Occupational Center/Programs
RP	Research and Planning Group for California Community Colleges
SAAC	State Aid Application for California
SAM	Student Accountability Model
SAT	Scholarship Aptitude Test
SB	Senate Bill
SBP	Small Business Programs
SCAT	School and College Ability Test
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCILL	Southern California Inter-Library Loan Network
SCOPE	State College Organization for Physical Education
SCOVE	State Council on Vocational Education
SDA	Service Delivery Area (JTPA)
SDE	State Department of Education
SEED	Supporters of Educational Equity and Diversity
SEIU	Service Employees International Union/CSC
SEOG	Supplementary Education Opportunity Grant
SIP	School Improvement Program
SJTCC	State Job Training Coordinating Council
SOAP	Student Opportunity and Access Program
SPARC	Special Projects Advisory and Review Council
SPRE	State Post-secondary Review Entity
STC	School To Career
STRS	State Teachers Retirement System

STW	School to Work
TANF	Temporary Assistance to Needy Families
TAP	Transfer Alliance Project
TBA	To Be Announced
TMI	Technology Mediated Instruction
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TOP-Code	Taxonomy of Programs Code
TSLAP	Teacher Shortage Loan Assumption Program
UC	University of California (and its branches)
UCEP	University Committee on Educational Policy
UCUPRE	University Committee on Undergraduate Preparation & Remedial Education (UC)
USDE	U.S. Dept. of Education
USSP	Underrepresented Special Student Projects
VATEA	Vocational and Applied Technology Education act of 1990
WASC	Western Association of Schools and Colleges (Accrediting Commissions)
WASFAA	Western Association of Student Financial Aid Administration
WCA	Western College Association
WICHE	Western Interstate Commission for Higher Education
WIN	Work Incentive Program
WPL	Workplace Learning Resources
WRCBAA	Western Region Council on Black American Affairs
WSCH	Weekly Student Contact Hours
YEDPA	Youth Employment and Demonstration Project Act

SECTION 6

List of Delegates

ACADEMIC SENATE VOTING DELEGATES

Fall 1998

Alameda, College of	Eddie Loretto	North Orange Co CCD/Noncredit	Marsha Elliott
American River College	Charles Honnold	Ohlone College	Mark Wade Lieu
Bakersfield College	Toyoshima, Janice	Orange Coast College	Michael Leigh
Barstow College	Mark Cauble	Oxnard College	Carmen Guerrero-Calderon
Butte College	Carol Stanley Hall	Palo Verde College	Louise Gallan
Cabrillo College	David Balogh	Palomar College	Mark Vernoy
Canada College	Jacqueline Phillips	Pasadena City College	Ellen Ligons
Canyons, College of the	Lea Templer	Peralta CCD	Norbert Bischof
Cerritos College	Robert Chester	Rancho Santiago CCD	Rick Manzano
Cerro Coso College	Dick Benson	Reedley College	Lacy Barnes-Mileham
Chaffey College	June Pichel-Cook	Rio Hondo College	Mary Ann Pacheco
Citrus College	James Shannon	Riverside College	Diane Webster
Coastline College	Margaret Lovig	Saddleback College	Maureen Smith
Columbia College	Lynn Martin	San Bernardino Valley College	Edward Millican
Compton College	Loretta Bailes	San Diego City College	Arthur Boyd
Contra Costa College	Susan Lamb	San Diego Cont Ed Centers	Joan Wells
Contra Costa CCD	Barbara Sawyer	San Diego Mesa College	Corbin, Lynda
Cosumnes River College	Rhonda Farley	San Diego Miramar College	P. Darrel Harrison
Crafton Hills College	Arnie Kosmatka	San Francisco, City College of	Sneed, Jane
Cuesta College	Hugh Platt	San Mateo, College of	Kate Motoyama
Cypress College	Jesse Saldana	San Mateo CCD	Patricia Deemer
De Anza College	Kathy Plum	Santa Barbara City College	Karolyn Hanna
Diablo Valley College	Mark Steidel	Santa Monica College	Fran Manion
East Los Angeles College	Alex Immerblum	Santiago Canyon College	Robert Putman
El Camino College	Joe Bonanno	Sequoias, College of the	Black, Ellsworth
Evergreen Valley College	Bill Jacobs	Shasta College	Chuck Spotts
Foothill College	Larry Rouse	Sierra College	Chuck Spotts
Foothill DeAnza CCD	Mike McHargue	Skyline College	Elizabeth Chandeer
Fresno City College	Sheila Martin	Solano College	Diana Paque
Fullerton College	Joe Carrithers	Southwestern College	Joan Stroh
Gavilan College	Ken Wagman	West Hills College	David Rengh
Glendale College	John Queen	West Los Angeles College	Richard Block
Golden West College	Wes Bryan	West Valley College	Jim Wilczak
Hartnell College	Kelly M. Locke	West Valley/Mission CCD	Lydia Harris
Imperial Valley College	Christen Smith	Yuba College	Leslie Williams
Irvine Valley College	Kate Clark		
Lake Tahoe College	Phyllis Shafer	President	Bill Scroggins
Lassen College	Ross Stevenson	Vice President	Lee Haggerty
Long Beach City College	Janice Tomson	Secretary	Linda Collins
Los Angeles City College	Fleur Steinhardt	Treasurer	Dennis Smith
Los Angeles CCD	Luther Henderson	Past President	Janis Perry
Los Angeles Harbor College	June Burlingame-Smith	Area A	Nancy Silva
Los Angeles Mission College	Leslie Milke	Area B	Ian Walton
Los Angeles Pierce College	Helen Krahn	Area C	Edith Conn
Los Angeles Southwest College	Leonard Apenahier	Area D	Mark Snowhite
Los Angeles Trade Tech College	Chini Johnson-Taylor	At-Large	Beverly Shue
Los Angeles Valley College	Leon Marzillier	At-Large	Hoke Simpson
Los Medanos College	Lois Yamakoshi	North Representative	Barbara Davis-Lyman
Los Rios CCD	Daniel Crump	North Representative	Loretta Hernandez
Marin, College of	Marie McCarthy	South Representative	Winston Butler
Merced College	Sue Chappell	South Representative	Lina Chen
Miracosta College	Brent Pickett		
Mission College	Dianne McKay		
Modesto Junior College	Stephen Stroud		
Monterey Peninsula College	Arellano, Anita		
Moorpark College	Elton Hall		
Mt. San Antonio College	Ken Irvine		

SECTION 7

Appendices

Occupational Certificate Programs
(Chancellor's Office Approved)

Features

1. Any number of units. Programs of more than 17 units will require CO approval because they can not be regarded as smaller, *skills awards programs*, which are defined (below) as no more than 17 units. Programs of fewer than 18 units **may** be submitted for CO approval as full *occupational certificate programs* when they meet the following criterion:
   The program leads to the establishment of a career. Recognition is established by licensure of a State or Federal agency, official recognition of an accredited vocational organization, or recognition as a career path designated by TOP code and approval by CO with documented labor market need.
2. Includes on the certificate occupationally relevant competencies, if appropriate.
3. Conforms to CO approved models where they exist, although reasonable variations would be allowable.
4. May be advertised in college catalogs or other publications.

Approval Process

1. College curriculum committee reviews for academic integrity, need for program, feasibility of program, compliance with requirements in the *Curriculum Standards Handbook*, and consistency with college mission.
2. Local board approves program on advice from curriculum committee.
3. Chancellor's Office reviews for need for program, appropriateness to mission of the system, and compliance with regulations. The step-by-step details of this process will remain essentially the same as they are presently. However, models for vocational curricula are expected to speed up the review process and encourage greater uniformity of certificate programs among colleges.

Skills Award Programs
(Locally Approved by Curriculum Committee)

Features

1. One or more courses up to a maximum of 17 units (or equivalent) that lead to an *occupationally relevant* set of skills.
2. Recognized as Career "ladder" skills or options. Credit Programs or career breadth opportunities must relate to or be part of occupational certificate programs or degrees with designated TOPS codes. They may be part of an officially recognized skills set (e.g. RN, LVN, POST, ESL).
3. Includes on the certificate relevant competencies, if appropriate.
4. May be advertised in college catalogs or other publications.

Approval Process

1. The proposed program must be approved by discipline faculty.
2. College curriculum committee reviews for academic integrity, compliance with requirements in the *Curriculum Standards Handbook*, consistency with college mission, **meeting a demonstrated need,** and feasibility. Vocational advisory committees and labor market statistics will provide evidence of need for a proposed program. Advisory committees will, where appropriate, also review the content of the proposed curriculum for appropriateness to job requirements. The Academic Senate will develop additional guidelines for local curriculum committees to use in their program approval process as it has done for course approval.
3. A regional coordination structure will review proposed certificate program offerings for meeting the above criteria and discourage unproductive competition and unnecessary duplication.

Additional Suggestions

1. Both of the awards described above will be reported to the Chancellor's Office.
2. Awards or certificates other than those described above will not be officially recognized by the CO. Only those credit and noncredit certificates and skills awards that have gone through one of the above processes can be advertised in college catalogs or other promotional publications as leading to employment.
3. Certificates and awards for non-credit programs will be based on hours of instruction equivalent to those in the credit programs. The CO will develop these equivalencies. Standards that correspond to those for credit certificates and awards will be developed.
4. In response to questions regarding how this proposal might affect CalWORKS programs, the members of the task force could not think of any problems.
5. The Academic Senate has taken a position against supporting basic certificates for basic skills proficiencies at this time. The rationale for this decision is that recognizing basic skills competencies would undercut the intention to maintain a high degree of credibility for occupational certificates. SCANS skills should be included in the career curriculum by being in the content of vocational courses (by infusion).

Changes to "Effective Participation in District and College Governance" and "Assistance to Assure Effective Participation in District and College Governance" Documents Adopted at the 1998 Fall Plenary Session (See resolution 17.01 F98)

17.01. 01. F98 **Amendment to Resolution 17.01**
Janis Perry, Santiago Canyon College, Area D

Therefore be it resolved that the Academic Senate for California Community Colleges replace the response to Question 21 in the "Participating Effectively in District and College Governance" guidelines to the following, which reflects definitions of collegial consultation as defined in the American Association of University Professors (AAUP) policy book:

> Collegial consultation requires mutual understanding among the faculty, administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.
>
> There is no one best method for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.
>
> One such feature is a clearly defined governance structure that includes an organizational chart, charges of the councils or committees, and defined memberships and processes. A regular program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works, and the structure is used consistently, it allows for success.
>
> Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings such as a coordinating council. [See Question 18 in the Senate/CCLC document on the role of councils.] Informal meetings can be held between key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

Changes to "Effective Participation in District and College Governance" and "Assistance to Assure Effective Participation in District and College Governance" Documents Adopted at the 1998 Fall Plenary Session (See resolution 17.01 F98)

17.01. 01 Continued from previous page.

The need for trust will often be raised in the context of shared decision-making. Trust is fostered when well established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works best in well-run districts where expertise and delegation of authority is respected, and where representatives are open and honest and are committed to working together for the benefit of the students.

17.01. 02 F98 **Amendment to 17.01 - Guidelines and Technical Assistance**
Joan Stroh, Southwestern College, Area D

Amend to change the answer to Question 9 as follows:

~~No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district's responsibility to consult collegially with the senate. However, organizational changes which affect academic and professional matters such as curriculum or faculty role in governance would require consultation with the academic senate.~~

Yes, when the organizational changes affect academic and professional matters, such as curriculum or faculty role in governance, collegial consultation on those matters would be required. How the administration is organized should be a matter for wide participation by affected parties but is outside the scope of the district's responsibility to consult collegially with the senate.

17.01. 03 F98 **Guidelines and Technical Assistance**
Michael Leigh, Orange Coast College

Therefore be it resolved that the Academic Senate for California Community Colleges amend Question 10, paragraph 2, sentence 2, by deleting the word "help." The sentence would then read: "The academic senate's role is to shape the processes. . . " (p. 4).

Changes to "Effective Participation in District and College Governance" and "Assistance to Assure Effective Participation in District and College Governance" Documents Adopted at the 1998 Fall Plenary Session (See resolution 17.01 F98)

17.01.04 F98 **Amendment to 17.01 - Guidelines and Technical Assistance**
Kate Clark, Irvine Valley College, Area D

In the document "Assistance to Assure Effective Participation in District and College Governance," at the end of the fourth paragraph, substitute "college president or district chancellor" for "local CEO" and add "the" before "local academic senate president."